

Program Handbook Vest Fargo School District

"The limits of my language are the limits of my world."

-Wittgenstein

West Fargo School District
West Fargo, ND

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Common Acronyms

ACCESS: Assessing Comprehension and Communication in English State-to-State for English Language Learners (yearly test of English Language Proficiency)

BICS: Basic Interpersonal Communication Skills

CALP: Cognitive Academic Language Proficiency

ELL: English Language Learner

ELP: English Language Proficiency

LEP: Limited English Proficient

ESL: English as a Second Language

IC: Immersion Center

ILP: Individualized Language Plan

L1 or L2: First Language and Second Language

MODEL: WIDA-ACCESS Placement Test

NC: Newcomer

NL: Native Language

OCR: Office of Civil Rights

PL: Proficiency Level

SIOP: Sheltered Instruction Observation Protocol

SLA: Second Language Acquisition

STEEP: Success Through Entry-Level Enrichment Program (federally funded grant)

TEFL: Teaching English as a Foreign Language

TESL: Teaching English as a Second Language

UNHCR: United Nations High Commissioner for Refugees

W-APT: WIDA-ACCESS Placement Test

WIDA: World-Class Instructional Design and Assessment

Who are the ELL students in the West Fargo School District?

As a community, West Fargo has developed a growing awareness of global issues and the needs of people throughout the world. In response to this growing awareness, various community, business, and religious organizations have sought to welcome people from around the world driven from their homes by violence, poverty, and disease. Those efforts have created a widely diverse ELL population with over 39 language groups in the West Fargo School District.

The English Language Learners in the West Fargo School District come from 4 basic groups of people:

- Refugees, people who have been forced from their country and cannot return
- Immigrants, people who are choosing to settle in the United States
- Children who are born in the U.S. to parents whose first language is not English
- Students whose parents are visiting the United States for educational or business purposes.

Refugees

A refugee is defined under international law as someone "being outside their home country and having a well-founded fear of persecution based on race, religion, nationality, political opinion, or membership to a particular social group" (BRYCS, 2010). It is approximated that in 2009, over 16 million people were considered refugees. Of that 16 million, approximately 45% of the world's refugees are under 18 years-old. The largest refugee producing countries are Somalia, Sudan, Afghanistan and Iraq. Prompted by an awareness of the large number of refugees around the world, the United States passed The Refugee Act in 1980 that reformed United States immigration law. Each year the Federal Government decides the number of refugees allowed to enter the United States and from which countries they should come. Of the over 13 million refugees in the world today, only a small fraction will ever be resettled in the United States. In recent years approximately 80,000 refugees have been allowed to enter the United States each year. Of that total, approximately 400 refugees arrive in North Dakota each year.

The process of obtaining refugee status to come to the United States is difficult: interviews with authorities such as the United States Immigration and Customs Enforcement (ICE), medical examiners, and Integration Officers record details of the horrors refugees have endured in their flight to safety. It can take months and in some cases many years to gain permission to enter the United States as a refugee. The refugee students coming to the West Fargo School District come from a variety of cultural and academic experiences, but all come with high hopes and dreams. In parts of Africa one doctor serves approximately 143,000 people. Many of the refugee children from those areas want very much to become doctors so they can one day return and help people there. Some children have gone to school in stable countries. Some have had peaceful lives interrupted abruptly by violence, fleeing for weeks and months to refugee camps where they are often exposed to dangers. Some have been in refugee camps for years, where the skills needed to survive in a chaotic and harsh environment are radically different than the skills needed to succeed in an American

classroom. Often, children who have not known safety for many years, take months of adjustment to feel safe enough to change their focus from survival to academic pursuits. In many of the students' native cultures, it is a sign of disrespect to look an adult in the eye. Learning strange new American customs takes time. In West Fargo, Lutheran Social Services provides case workers for refugee families and aids them in the adjustment to a new pace of life with clocks and calendars that calculate years and seasons in a new way, electric lights, running water, and heavy winter clothing.

Immigrants

Immigrants are different from refugees in several ways. Immigrants are people who choose to come to the United States, but who may return to their home country. Recent immigrants to the West Fargo area have come from various countries around the world. Immigrants choose to come for a variety of reasons, most for the opportunity to experience health, safety, and the prosperity of the United States. These individuals come at their own expense and do not have the support offered by the caseworkers in the refugee settlement program. Students from these families need both language and cultural acculturation.

U.S. Born ELLs

There are a growing number of ELL students in the West Fargo School system who were born in the United States, but whose home language is not English. Before entering school, many of these children have limited experience with English language. They may only have heard English on television. These students may speak English, and even sound as if they are fluent in English, but they may not have the academic English or background knowledge needed to succeed in content area classrooms without ELL instruction. Nationally, approximately 55% of school age LEP students are born in the U.S. (National Clearinghouse for English Language Acquisition, 2000).

Students whose parents are visiting the United States for educational or business purposes.

ELL students who come for a year or two while their parents are working or studying in the West Fargo area bring yet another unique set of needs to the classroom. Because these students are returning to their countries in a year or two they have the pressure of learning English and studying other subjects on their own, such as the history of their country. These students may be well educated, and may be able to learn English quickly. They must work to keep up in math and science so they will not be too far behind when they return to their country.

Whatever the reason for their presence with us, the diversity of these English Language Learners bring richness to our classrooms and our community.

4 Over-Arching Principles that Guide West Fargo Public School District's Services for ELLs:

- ELL students need to be provided meaningful access to core content and curriculum.
- ELL students need explicit and effective English language instruction in reading, writing, listening, and speaking.
- Students who come from a non-majority language, culture, racial background require instruction that is relevant to their culture and learning needs.
- First and foremost, teachers must hold high expectations for their success.



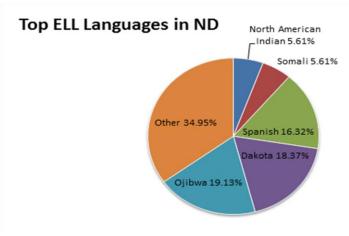
District Overview

West Fargo Public School District is the fastest growing school district in the state of North Dakota. West Fargo is a medium-sized district located in eastern North Dakota. Our total enrollment as of November 2010 is 6,959 students. West Fargo is a surprisingly diverse district that has experienced rapid growth over the past 10 years. Our schools themselves are also diverse with approximately 8% of our total population as English Language Learners.

Quick Facts:

Number of Staff:	Enrollr	ment (11/2010): 6,959	Number of Schools:
Administrators: 19 Classroom Teachers: ELL Program: 24 teachers 1 coordinator	Elementary: 2,713 Middle: 1,554 High: 1,967		Early Childhood Special Education1 Elementary (K-5)9 Middle School (6-8)2 Ninth Grade Center (9)1 High School (10-12)1 Community High School (9-12)1
Ethnicity* of LEP Popul	lation:	Most Commonly	
		Spoken Languages:	
White: 16.8%			
Hispanic: 8.4%		Somali (25% of LEP)	
Pacific Islander: 0.1%		Nepali (13% of LEP)	
Asian: 23.7%		Arabic (11% of LEP)	
Black: 50.2%		Bosnian (11% of LEP)	
American Indian: 0.7	%	Spanish (8% of LEP)	
*(based on April 2010 #s)			

The chart below illustrates the linguistic diversity in the state. North Dakota ELLs represent over 117 language groups. Sixty-five percent of ELLs in ND speak one of the following languages: Ojibwa, Dakota, Spanish, Somali, and North American Indian. The other 34% of ELs represent the remaining 112 languages.



Special Education and English Language Learner Enrollments

As reported in November 2009 in our State of the Schools report, the national average of students within a district on an Individualized Education Plan is 13.8%. The national average of students in a school system receiving services as English Language Learners is 10%.

	Percent of enrollment with an IEP	Percent of enrollment ELL
2001-2002	11.7%	0.4%
2002-2003	11.6%	3.2%
2003-2004	13.0%	3.29%
2004-2005	14.0%	4.13%
2005-2006	14.3%	4.97%
2006-2007	15.0%	5.87%
2007-2008	14.0%	6.68%
2008-2009	12.6%	7.21%
2009-2010	12.5%	8.02%

West Fargo Public School Policy #5-5200

EDUCATION OF ENGLISH LANGUAGE LEARNERS

The West Fargo Public School District will provide a free and appropriate educational program consisting of English language development and acquisition to help English Language Learner (ELL) students function successfully and academically in mainstream classes. In accordance with state guidelines, each student identified as an English Language Learner will have an Individual Language Plan developed by district ELL and regular education staff. The identification, assessment, and instruction of a student identified as an English Language Learner will be supervised by a licensed teacher with an English as a Second Language or Bilingual Education endorsement. (NDCC Administrative Rule 67-28-1)

Legislation on Educating and Assessing English Language Learners

What does legislation say about educating and assessing ELLs?

The first piece of legislation to address the needs and rights of speakers of other languages in public education was under Title VI of the Civil Rights Act of 1964. It states that school districts are responsible for providing equal educational opportunities to national origin minority students with limited English proficiency (LEP). The No Child Left Behind Act of 2001 (NCLB) is additional legislation that further clarifies the funding and the responsibilities of educators in addressing the education of LEP students.

Title VI, Civil Rights Act of 1964

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

No Child Left Behind (January 12, 2001)

NCLB requires states to establish challenging academic content standards for all students, and Title III of this act indicates that ELLs are not exempt from meeting these high expectations. It asserts that English language learners must develop English proficiency and skills for high academic achievement in English while simultaneously meeting the same challenging state standards that all students are required to meet.

<u>Title I and Title III—Accountability through Assessment</u>

NCLB also calls for accountability in meeting state standards through high quality assessment. Schools must not only demonstrate improvements in students' English proficiency each school year, but also demonstrates that English learners are making the same "adequate yearly progress" as other students. As a result, ELLs must participate in annual State standards.

- ELLs are required to take the same state tests as all other students.
 - According to NCLB, ELLs who have been in US schools for LESS THAN 1
 YEAR are exempt from the reading/language arts portion of NDSA; both math and science portions ARE still required.
- ELLs must take annual standardized tests assessing English language proficiency.

English Language Learner Program Overview

The English Language Learner (ELL) Program provides English language instruction, supplemental curriculum materials, and other related services to students who lack the English skills needed to succeed in the mainstream curriculum because of a non-English language background.

Students are identified based on the following criteria:

- A Home Language Survey (HLS)
- Potential students must meet the federal Limited English Proficient (LEP) definition
- If they meet the definition, students are given the MODEL (K-12) screener to determine English Language Proficiency level. If the ELP level is less than exit criteria, then the student will enter into the ELL Program.

Identification

Definition of Limited English Proficient Student: Students must meet a part of the criteria in each of the sections (A-D)

The term "**limited English proficient**", which is defined in section 9101 of Title IX when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school
- (C) (i) who was **not born in the United States** or whose **native** language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; **or**

(iii) who is **migratory**, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

- (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English: **or**
 - (iii) the opportunity to participate fully in society.

Must meet either part i, ii <u>or</u> iii

Must meet either

part i, ii **or** iii

If part (ii) then must meet both pieces I and II

Identification, Entry and Initial Placement (Assessment/ACCESS)

Students are identified based on the following criteria:

- Home Language Surveys
- Review of student records
- MODEL English language proficiency screening
 - Based on scores from this assessment, the ELL program provides English language instruction accordingly. Parents and students are informed of their eligibility. A parent may decline services. If so, they must contact their child's ELL case manager and complete the "Decline of Services" form.

<u>Limited English Proficient is described in No Child Left Behind legislation (NCLB 2000) as</u> an individual:

- who is age 3-21 and enrolled or preparing to enroll in an elementary or secondary school
- who was not born in the United States or whose language is a language other than English; or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; OR
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; AND
- whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual:
 - the ability to meet the state's proficient level of achievement on state assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English;
 - the opportunity to participate fully in society. (Title IX, Section 9109, No Child Left Behind Act. 2001)

According to test scores and building provisions students will be placed in a level/building that the department decides is the best fit.



Assessment Procedures:

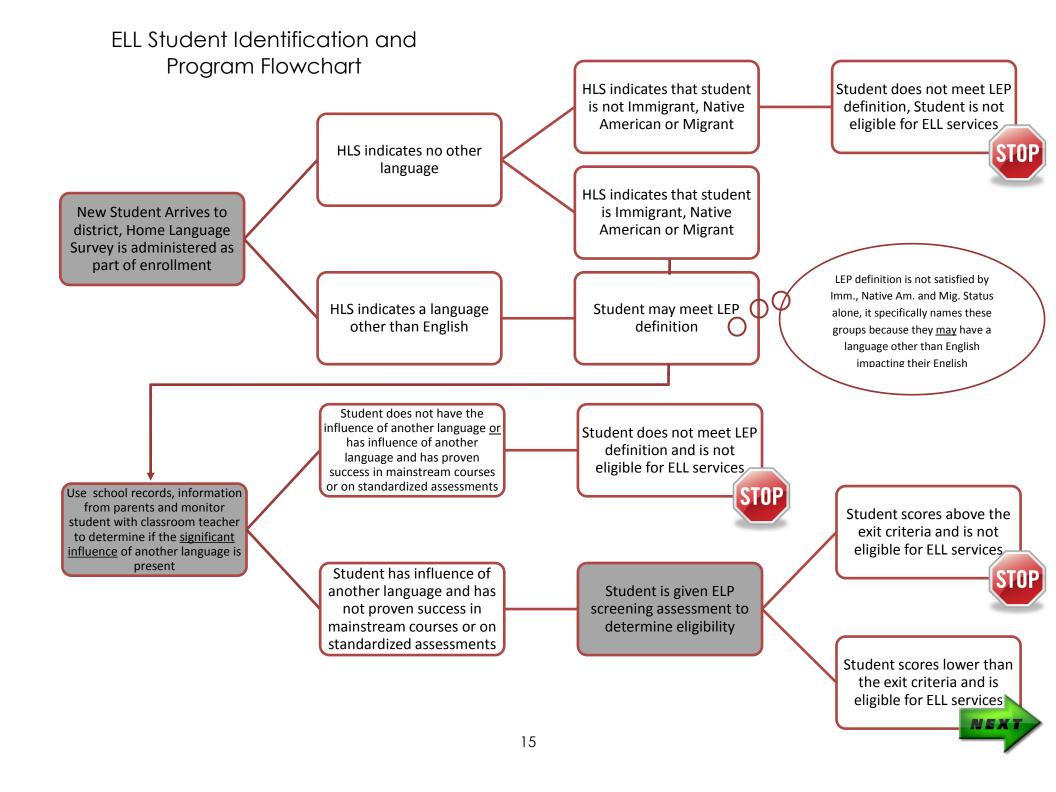
Students who are identified as LEP should be administered the ACCESS for ELLs test annually to reestablish eligibility or to determine readiness to exit, as well as measure progress. These scores are kept on file to document eligibility and are provided to the North Dakota Department of Public Instruction.

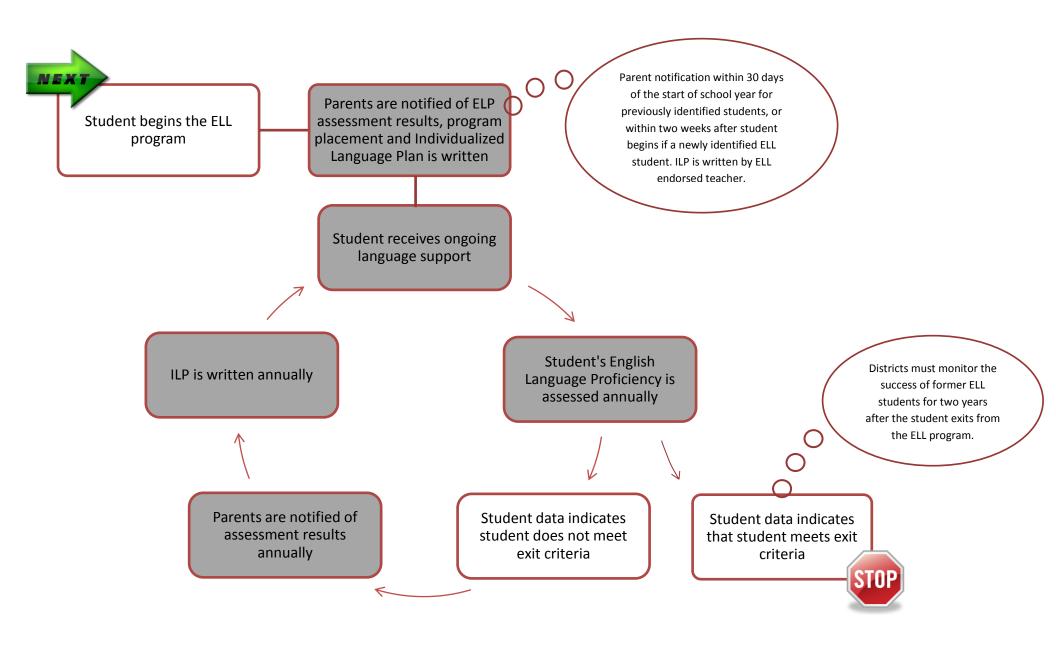
The North Dakota Department of Public Instruction requires the school district to assure the LEP students are:

- included in the statewide achievement assessment system
- identified and assessed for English language proficiency
- provided appropriate instructional services based on assessment

Individual Language Plans (ILP)

The ILP is developed by the ELL Case Manager and is kept on file with the ELL case manager and a copy is placed in the student's cumulative file.





ELL – English Language Learner

ELP – English Language Proficiency

ILP – Individualized Language Plan

HLS – Home Language Survey

LEP – Limited English Proficient

Enrollment Procedures for New and Transferring Students to the West Fargo Public School District

- All new and transferring students will complete a registration packet which includes a Home Language Survey (HLS).
- If a family enters a home language other than English or indicates that they came to the United States from another country, it is imperative that they complete the entire HLS. THEN, copies of the survey need to be made and distributed to the ELL Coordinator AND the building's ELL teacher(s).
- If the student meets the definition of Limited English Proficient, then an ELL teacher will arrange for testing. The MODEL (ELP screener assessment) needs to be completed within 14 days of enrollment once the school year is in progress. If the student has transferred from another school district, the ELL teacher should check the cumulative file for previous ELP testing information.
- Based on the MODEL testing results, or file review for a transfer student, the student's level of English language support is determined.
- If the student is a New American and scores below a 2.0 on the MODEL
 assessment, the student will be placed in the appropriate Newcomer center.
 The ELL teacher may need to coordinate the placement with the home school
 of the student when the student needs to be transported for Newcomer services.
- An Individualized Language Plan (ILP) will be written for all students identified as Limited English Proficient. The ELL teacher assigned as the case manager will be responsible for completing the ILP and sharing it with both mainstream teachers and parents. The ELL case manager is required to update the ILP on a yearly basis.

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Program Models

The West Fargo Public Schools has language acquisition programming at different levels depending on the grade level of the student. Each level accommodates instruction for students according to their current level of language acquisition.

Kindergarten & Elementary School

The elementary language acquisition programming has four different levels; Newcomer Center, Pull-out, Push-in, and Monitor Status. The following is a description of each level of programming at the elementary level.

- Newcomer Center
 - Students who qualify will attend the Newcomer Center for 3 consecutive 50 minute blocks during the school day. The Newcomer Center concentrates on the academic areas of reading, writing, vocabulary development, speaking, and listening. Students will also learn social skills needed in the classroom setting. Instruction is conducted in English. Units of instruction are focused on specific themes where important vocabulary is introduced, practiced, and applied.
- Pull-out instruction

The ELL pull-out program is accomplished by pulling students out of their classroom according to their language level. Students are pulled out during a time when they will **not miss core content instruction**. ELL teachers use supplemental materials from the current curriculum used in the mainstream classroom.

- Push-in instruction
 - Students are served in a mainstream classroom. Through this program students are exposed to language modeling, academic instruction in English with the support of the ELL teacher and paraprofessional.
- Monitor Status
 - Students attend a mainstream class throughout the day. The case manager will monitor the student by collaborating with the classroom teacher on the students' academic progress.

Middle School

The Middle School language acquisition programming consists of Newcomer Center, Sheltered Instruction, Collaborative Teaching, and Monitor Status. The following is a description of each level of programming at the middle school level.

Newcomer Center

The Newcomer Center concentrates on the academic areas of reading, writing, vocabulary development, speaking, and listening. Students will also learn social skills needed in the classroom setting. Instruction is conducted in English. Units of instruction are focused on specific themes where important vocabulary is introduced, practiced, and applied. Students attend the Newcomer Center for at least 3 90 minute blocks during the school day.

Sheltered Instruction

Students will gain proficiency in English while learning content in an all-English setting. Instruction is adapted to students' proficiency level and supplemented by content and language objectives, comprehensible input, strategies, and interaction.

Collaborative Teaching Specialized teachers will work with strategists to modify the curriculum taught to fit the needs of the students.

Monitor Status

Students attend mainstream classes throughout the day. The case manager will monitor the student by collaborating with the classroom teacher on the students' academic progress.

High School

The High School language acquisition programming contains the Secondary Newcomer Immersion Center, Sheltered Instruction, Collaborative Teaching, and Monitor Status. The following is a description of each level of programming at the high school level.

Secondary Newcomer Immersion Center

The center provides a setting in which students practice English language and literacy skills during a full day program, working on reading, writing, listening and speaking tasks. Students who are 19-21 with limited high school credits may transition into a GED test prep course offered by the Immersion Center, after they achieve the score of 2.0 or higher on the WIDA English language proficiency assessment.

• Sheltered Instruction

Students will gain proficiency in English while learning content in an all-English setting. Instruction is adapted to students' proficiency level and supplemented by content and language objectives, comprehensible input, strategies, and interaction.

Collaborative Teaching

Specialized teachers will work with strategists to modify the curriculum taught to fit the needs of the students.

Monitor Status

Students attend mainstream classes throughout the day. The case manager will monitor the student by collaborating with the classroom teacher on the students' academic progress.

WF School	Program Models	ELL Staff
Lodoen Kindergarten Center	Newcomer*, Pull-out, Monitor	Michelle Bloom, Jennifer Grund (NC)
Osgood Kindergarten Center	Pull-out, Monitor	Katie Erickson
Aurora	Pull-out, Monitor	Katie Erickson
Eastwood	Pull-out, Monitor, Push-in, Newcomer*	Angie Dufault, Mary Lenzmeier, Ceara Melicher, Heidi Knudsen (NC), Jennifer Grund (NC)
Harwood	No services	
Horace	No services	
L.E. Berger	Newcomer*, Pull-out, Monitor	Kathleen Thompson, Heidi Knudsen (NC), Jennifer Grund (NC)
South	Newcomer*, Push-in, Pull- out, Monitor	Judy Riley, Kayla Carlson, Heidi Knudsen (NC), Jennifer Grund (NC)
Westside	Pull-out, Monitor	Heidi Knudsen (NC), Jennifer Grund (NC)
STEM Center	No services	
Cheney Middle School	Sheltered, Monitor, Collaborative, Newcomer*	Lori Garbe (NC), Paula Krogen, Stephanie Kuehn, Mary Martin, Brad Storm, Amber Swenson
Sheyenne 9 th Grade	Sheltered Instruction, Monitor, Immersion Center*	Krista Hulderman, Matt Montonye, Kylee Imholte (IC), Beth Deal (IC)
WF High School	Immersion Center*, Collaborative, Monitor, Sheltered	Sara Roth, Betsy Jahner, Sonya Butenhoff, Matt Montonye, Melisa Toepke-Peterson, Kylee Imholte (IC), Beth Deal (IC)

^{*}Newcomer Center is located at LE Berger Elementary and the Immersion Center is located at Sheyenne Ninth Grade Center.

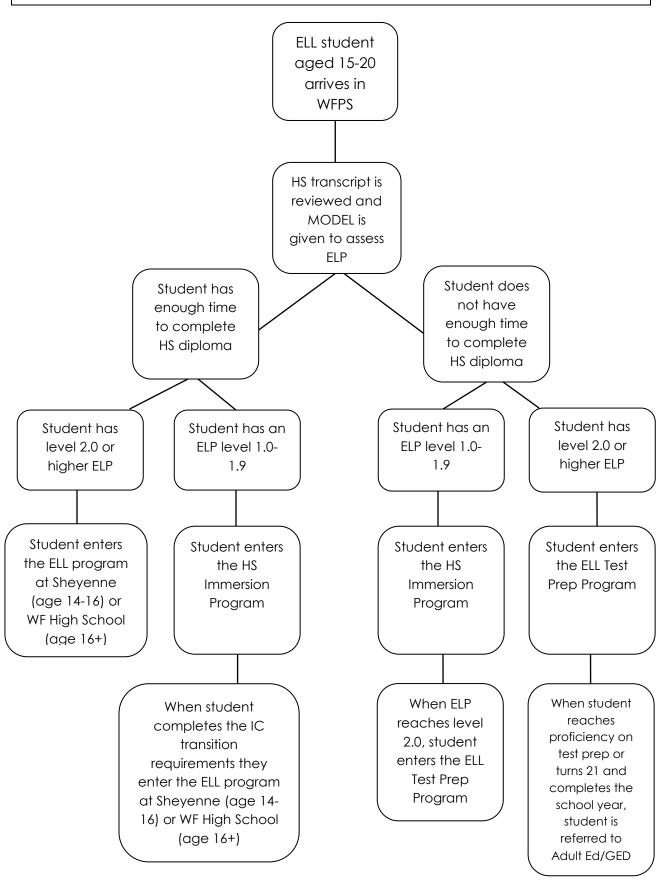
Expectations of the Newcomer Center

Newcomer (NC) center entrance requirements include being new to the United States or living in the U.S. for less than one year <u>and</u> a level 1.9 or below on their MODEL or ACCESS testing. If the student has been in the NC center for a full school year or 3 full trimesters, they no longer qualify for the Newcomer Center even if they have not met all of the expectations on the Newcomer Report Card. The school-based ELL program will resume services at that point, serving students up to, but not exceeding, 100 minutes per day.

When leaving the NC center, students should know all of their letters and sounds. Many students are also at the developing to beginning stages of reading. On the Newcomer Report Card, most students are proficient in 80% of the areas and partially proficient in the other 20%. We do not expect that students would be novice in any category. The Newcomer Center is often the first exposure to many skills; therefore we do not expect mastery of skills. We do expect students to be close to mastery in some areas, including letters and sounds, along with some life and school social skills. The goal of the NC center is **not** for a student to obtain academic proficiency (which can take up to 7 years).

When students are in grades K-2, the academic gap between a native speaking student and a NC student may be reduced; therefore NC transitioning to building-level ELL services may require a less service minutes upon returning to the school ELL program when compared to a 3-5th grade student. ACCESS and progress monitoring scores can be used to determine if students are achieving.

Secondary Newcomer Immersion Center Flowchart



Responsibilities of District Staff (lists are not all inclusive)

Principal

The building principal is expected to:

- Assist with the hiring of ELL staff
- Supervise & evaluate building ELL staff
- Supervise scheduling and activities of ELL paraprofessionals
- Promote parental involvement
- Comply with NCLB
- Oversee scheduling, placement, and appropriate accommodations for ELL students
- Provide input and attend meetings concerning LEP students

ELL Coordinator/Program Director

The Assistant Superintendent of Teaching and Learning supervises the overall operation of the ELL program. The ELL Coordinator/Program Director is expected to:

- Assure that the goals and requirements of the program are met
- Maintain the master list of students that are currently enrolled in the ELL program
- Maintain Power School reporting which includes:
 - MODEL assessment date and score
 - Assigning case managers
 - o Individualized Language Plan date
 - Attainment date
 - o Immigrant status—Date of Entry—Country of Origin
 - Refugee status
- Manage the budget
- Assist with the hiring of ELL staff
- Write grants for financial support
- Prepare and submit federal and state program applications and reports
- Monitor LEP Power School and Power Teacher school data
- Coordinate programs with other existing district programs
- Oversee activities and testing materials for ELL use
- Develop curriculum
- Register New American families
- Work collaboratively with state and local agencies to meet the needs of our immigrant/refugee population
- Arrange bus/van transportation for parents to attend Parent/Teacher Conferences
- Arrange summer school busing of high school and middle school ELL students;
 arrange busing for elementary Newcomer students

ELL Teacher

The ELL teacher is expected to:

- Complete W-APT testing and report the W-APT assessment information to the District Office
- Develop an Individualized Language Plan (ILP) for each student on the ELL teacher's case load in cooperation with classroom teachers of LEP students; ILPs

- are written within 30 days of the start of school and 14 days once school is in session
- Update Individual Language Plans (ILP) for currently enrolled students; the ILP date and case manager needs to be provided to the District Office
- Provide attainment date to District Office if a student exits the program
- Assist with the enrollment of new immigrant/refugee students
- Provide direct instruction for ELL students through one the Program Models outlined in this handbook
- Complete language proficiency assessments (ACCESS) and assists with accommodations with district assessments (MAP & NDSA)
- Coordinate instruction and student needs with classroom teachers
- Provide support for classroom teachers
- Coordinate translators/interpreters for conferences
- Provide training and support for paraprofessionals and classroom teachers on appropriate ELL instructional strategies
- Provide input and attend meetings concerning LEP students
- Monitor LEP student's grade and attendance
- Maintain ELL student records
- Arrange parent & student transportation when needed

Mainstream Teacher

The mainstream classroom teacher is expected to:

- Coordinate instruction and student needs with the ELL teachers
- Provide input and attend meetings concerning LEP students
- Monitor LEP student's grade and attendance
- Maintain ELL student records
- Contact interpreters when information needs to be communicated to a student's family
- Provide core instruction and grades for those courses
- Assure that all students have textbooks and other coursework materials

Administrative Assistant

The administrative assistant in each school building is expected to:

- Disseminate Home Language Surveys to the building ELL teacher(s) and the ELL Coordinator if parents have indicated a home language other than English or that they came to the United States from another country.
- Enter New American students in PowerSchool
- Assign students a schedule in coordination with ELL teachers and counselors when necessary

ELL Paraprofessional

The ELL paraprofessional works cooperatively, assisting the ELL teacher and classroom teachers in the instruction of English Language Learner students. The responsibilities include:

 Assist the ELL teacher and classroom teacher in achieving ELL program objectives by working with individual students or small groups using techniques consistent with program design

- Reinforce learning of materials, concepts, and skills initially introduced by the ELL teacher or classroom teacher
- Work with targeted students, using a variety of materials and instructional methods under the direct supervision of certified teachers
- Confer with the ELL teacher or classroom teacher on behavior or other problems about individual students
- Maintain confidentiality
- Attend professional development activities as assigned

Responsibilities and Certification Requirements for ELL Staff (NCLB Requirements)

Qualifications for ELL teacher:

- North Dakota licensure in elementary and secondary education with ESL bilingual education endorsement
- Ability to work with a variety of people and situations
- Ability to manage and coordinate
- Experience working with multicultural students preferred

Re-education for a "bilingual education or English as a second language" endorsement for any certified teacher may be accomplished by presenting at least sixteen semester hours or twenty-four quarter hours of college course work in all of the following areas:

- 1. Foundations: Four semester hours or six quarter hours of college course work including the following:
 - a. Multicultural education, which involves knowledge of ethnic groups in North Dakota and the United States, different instructional methods to use with different ethnic and language groups.
 - b. Foundations of bilingual education, which involves models of bilingual education; research on the effectiveness, or lack thereof, of bilingual education; history of bilingual education; and significant laws and court decisions affecting language minority students.
- 2. Linguistics: Six semester or nine quarter hours of college course work including the following areas:
 - a. Linguistics, which involves the nature of language, organizational principles of language (phonology, morphology, syntax, and semantics), principles of language change, and development of language families.
 - b. Psycholinguistics, which involves first and second language, oral and written acquisition processes, and learning theories.
 - c. Sociolinguistics, which involves basic sociocultural variables in language use and language learning, types of bilingual and multilingual educational situations, and social determinants of dialect and style.
- 3. Methods: Two semester or three quarter hours of college course work including the following:
 - a. Methods of teaching English as a second language to students, which involves an exploration of historical and current instructional approaches in teaching English as second language, from the grammar-translation method to the natural method.
 - b. Methods of teaching bilingual education, which involves an understanding of instructional programs in bilingual education, such as immersion, transitional, early entry, and late entry.

- 4. Assessment: Two semester hours or three quarter hours of college course work from assessment and testing of culturally diverse students which involves a study of culturally appropriate assessment tools and methods of identifying and assessing limited English proficient students.
- 5. Field experience. Two semester or three quarter hours of college course work in field teaching experience with limited English proficient students in a bilingual or English as a second language setting.

Educations Standards and Practices Board http://www.nd.gov./espb/profdev/670305.html

Assessment Procedures

Students who are identified as LEP shall be administered the ACCESS for ELLs test annually to reestablish eligibility or to determine readiness to exit, as well as measure progress. These scores are kept on file to document eligibility and are provided to the North Dakota Department of Public Instruction regarding program accountability. The North Dakota Department of Public Instruction requires the school district to assure that all LEP students:

- are included in the statewide achievement assessment system
- have appropriate instructional services provided based on assessment
- are identified and assessed for English language proficiency
 - North Dakota has adopted the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) as the state English Language Proficiency assessment. The test was developed through a consortium of states called WIDA (World-Class Instructional Design and Assessment Consortium).
 - The ACCESS test administrator must hold ND ELL/Bilingual Endorsement on their teaching license OR have an ELL Program Plan on file with the state of ND.
 - The ACCESS test administrator must attend a training session prior to administering the ACCESS test. After training, test administrators must pass (80%) online quizzes for the test modules they will be administrating.
 - The ACCESS test administer must receive online training to administer the speaking assessment every two years.

Individual Language Plans

An ILP will be written each year for every LEP student. ILPs are written within 30 days of the school year beginning and within 2 weeks of a student enrolling after the start of the school year. Classroom teachers can expect an ILP with assessment and instructional accommodations as well as Standardized Testing Accommodations from the case manager of the ELL student. Each student will also have objectives in English/LA, Math, and Social and Instructional Language.

Examples of Assessment Accommodations:

- Correlate study auides directly with tests
- Do not give more than one correct response per question on multiple choice
- Highlight target vocabulary with bold print
- Slow down and repeat instructions/directions
- Simplify test directions
- Administer testing in several sessions
- Administer testing in small groups
- Allow extra assessment time
- Dictate answers or respond orally
- Do not give more than one correct response per question on multiple choice
- Give only 3 options on multiple choice
- No "none of the following except" questions
- No True/False questions
- Read aloud all quiz and test directions, questions and options
- Shortened version of test
- Simplify vocabulary and syntax of definitions
- Slow down and repeat instructions/directions
- Use word banks chunks with no more than 5 words with all 5 words used once

Examples of Instructional Accommodations:

- Pre-teach vocabulary
- Student will benefit from hands-on activities
- Student will benefit from small group instruction
- Add visual support (manipulatives/pictures)
- Copies of teacher notes
- Modify linguistic complexity
- Note-taking assistance
- Pre-teach, limit and simplify vocabulary
- Preferential seating in the back of the room
- Preferential seating in the front of the room
- Provide oral directions

English Language Proficiency Levels (grades K-12):

- <u>Level 1: (Entering):</u> Learner does not speak English and has little or no literacy skills in English. Success in the mainstream classroom curriculum would be impossible.
- Level 2: (Beginning): Learner has some basic social language skills in English. He/she may have literacy and academic skills in a language other than English, but has limited academic skills in reading, writing, speaking and comprehension English. Succeeding in the mainstream classroom curriculum would be extremely difficult to impossible.
- <u>Level 3: (Developing):</u> Learner has intermediate to basic social English language skills in English and is developing cognitive academic English, but is significantly below grade level in reading and writing English. Succeeding in the mainstream classroom curriculum would be extremely difficult.
- Level 4: (Expanding): Learner has nearly mastered basic social English language skills.

 He/she can interact fairly well in a variety of social situations. The learner is expanding cognitive academic language skills in reading, writing, speaking and listening and may exhibit success in some areas and frustration in others. He/she is able to manage some areas of the mainstream curriculum without support, but not all.
- Level 5: (Bridging): Learner has mastered basic social English language skills and is nearly proficient in cognitive, academic language skills in all areas including listening, speaking, reading and writing. Learner can function in most areas of the mainstream curriculum and needs support on limited occasions, when the language demands are complex, extensive use of idioms or other areas that would demand accommodations or support.
- Level 6: (Attained): Learner can function successfully in the mainstream curriculum without accommodations for limited English or English Language Learner Program Support. He/she has age-appropriate mastery of social English language proficiency and cognitive, academic language proficiency in listening, speaking, reading and writing English and also functions at age-appropriate level of cognitive, academic language proficiency in those areas.



ELP Standards

North Dakota has adopted the WIDA's English Language Proficiency Standards for ELLs in Pre-Kindergarten through Grade 12. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction.

The WIDA English Language Proficiency Standards are:

- ELP Standard 1: ELLs communicate for **Social** and **Instructional** purposes within the school setting.
- ELP Standard 2: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- ELP Standard 3: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- ELP Standard 4: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- ELP Standard 5: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Additional information can be obtained at: http://www.wida.us/standards/index.aspx

"Silent Period"

Teacher of ELL students may experience working with students who may not speak for one day or for one year. It is typical for most English language learners to have a "silent period." Research shows that this is normal and that students eventually catch up with those who immediately speak at the same point on the language development continuum. It is important for all teachers to "get-to-know" their ELL students. Collaboration to set realistic expectations and to find ways to engage the student in classroom instruction is also critical. It is often necessary for teachers to make modifications for ELL students to help them build confidence and achieve success.

ELL Program Exit Criteria

Students have to meet the state mandated criteria below in order to be exited from ELL services.

- An overall (composite) ACCESS score of 5.0 or above
 - o A score of 3.5 for each domain listening, speaking, reading, writing

When English Language Learners (ELLs) have the language skills necessary to compete with mainstream English speakers in grade appropriate settings in all areas of language development, they will no longer be considered for ELL services.

Once exited from the ELL program, student progress is monitored on a regular basis for a period of 2 years and student scores count toward district LEP subgroup AYP. However, students do NOT qualify for LEP accommodations. During the 2 years, the ELL team reviews grades, test scores, involvement in parent/teacher conferences, and attendance twice a year. If any of these data sources indicate that a student is struggling, the case manager will ask for additional input from the regular education teachers. After the 2-year monitoring period, students will be reclassified as fully English proficient.

Second Language Acquisition BICS and CALP

SLA - Second Language Acquisition

Stage I: Pre-production

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting. These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and copy gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary. English language learners at this stage will need much repetition of English. They will benefit from a helper who speaks their language. Remember that the school day is wearing for these newcomers as they are overwhelmed with listening to English language all day long.

Stage II: Early production

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Stage III: Speech emergence

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as "May I go to bathroom?" ELLs will also initiate short conversations with classmates. They will understand simple stories read in class with the support of pictures. They will also be able to do some content work with teacher support.

Stage IV: Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English. Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

BICS

Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. ELL students utilize BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S.

CALP

Cognitive Academic Language Proficiency refers to formal academic learning. This includes reading, writing, listening, and speaking about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support in order to become proficient in academic areas. This usually takes from five to seven years.

Academic language acquisition isn't just the understanding of content area and vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes reduced.

The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Components of Effective ELL Instruction

The overall goal of effective ELL instruction=increased comprehensibility of grade level curriculum

- 1. Content and language objectives explicitly identified for each lesson
- 2. Content and language objectives aligned with WIDA English language proficiency standards http://www.wida.us/standards/index.aspx
- 3. Students' prior knowledge, experiences, and cultural connections are elicited when learning new information; links are made to students' past learning as the basis for new learning
- 4. Context for the lesson is provided through visuals, graphic organizers, demonstrations, realia (real objects), manipulatives, etc.
- 5. Lesson activities integrate all four language domains: reading, writing, listening, and speaking
- 6. Academic vocabulary is explicitly taught as well as new language structures
- 7. Opportunities for student interaction and active practice are provided when students are learning new vocabulary and content
- 8. Opportunities to use thinking and study skills and/or learning strategies are provided (e.g., predict, skim, summarize, classify, clarify, etc.)
- 9. Ongoing assessments are conducted (both formally and informally) of students' language and content learning
- 10. A caring and nurturing environment is created where each student feels valued, accepted and reflected in the curriculum



Components of Ineffective Instruction:

- Prior knowledge or background knowledge is assumed
- Activities/assignments require greater proficiency than students have
- Little or no value is placed on a child's native language
- Students are required to work in isolation (collaboration is more productive)
- Lessons create a cognitive overload
- Forced responses are required (Does comprehension of text need to result in a written response?)

Interpreter Information

How are interpreters utilized?

Interpreters can help facilitate communication during lectures, meetings, or other group situations. Before requesting an interpreter, keep in mind that an interpreter is typically a trained professional bound by a code of ethics. Knowing a language does **not** qualify a person to act as an interpreter. When possible, it is best to use a professional interpreter.

Working with an Interpreter

- **Treat the interpreter as a professional**. It is courteous to introduce the interpreter to the group and explain why he/she is attending.
- Speak directly to the student or parent, not the interpreter when using the interpreter to communicate with a non-English speaking person. The interpreter is not part of the conversation and is not permitted to voice personal opinions or enter the conversation. Face the person invited for the meeting and speak to him/her in a normal manner. If the non-English speaking person wants the interpreter to explain something not related to the conversation, he/she is the only one who may ask the interpreter.
- Remember that the interpreter is a few words behind the speaker. Give the interpreter time to finish so that the non-English speaking person can ask questions or join the discussion.
- **Keep your utterances short, pausing** to permit the interpreter to speak
- **Permit only one person to speak at a time** during group discussions. It is difficult for an interpreter to follow several people speaking at once. Ask for a brief pause between speakers to permit the interpreter to finish before the next speaker starts.

Types of Language Assistance

- Oral Interpretation: either in person or via telephone
- Written Translation: from entire documents to short description and signs

Languages

Resettlement in the Fargo-Moorhead area includes a diverse group of cultures.
 Most frequent languages spoken include: Bosnian, Kurdish, Arabic, Farsi, Spanish, French, Somali, Vietnamese, Dinka, Russian, Buthanese, Nepali, Swahili, and Burundi

How to Contact Interpreters

Visit with an ELL educator in your school for an updated interpreter contact list

Who can Contact Interpreters?

 Any certified school personnel who has a need for an interpreter may contact an interpreter

Interpreter Authorization for Payment

- After utilizing interpreter services, an Interpreter Authorization Form for Payment must be filled out in order for the interpreter to receive payment for his services.
 The completed form should be forwarded to the District ELL Coordinator.
- The form can be found under Sharepoint (ELL / Shared Documents / Interpreter / Form for Requesting Interpreter Pay).

Transportation

The West Fargo Public Schools provide transportation for ELL students and their parents, who are refugees and have a US Entry date of less than 36 months from the first day of school, using a federally funded grant called STEEP. By providing transportation, we feel students and parents have greater access to activities and informational meetings that allow for full-school participation. Transportation is arranged by the ELL coordinator, the building ELL teacher(s), classroom teachers, etc., depending upon the event that transportation is needed. A STEEP request form needs to be filled out when students and/or parents are transported by taxi and sent to the ELL coordinator.

Frequently Asked Questions:

- 1. How can I create a welcoming environment for our students?
 - Learn the correct pronunciation of your students' name.
 - Have everyone in the class introduce themselves and where they are from (may want to use a map to show countries).
 - Make sure students have a planner, know the schedule and basic school rules.
 - Have culturally diverse pictures and posters in the room.
 - Have picture dictionary and bilingual dictionaries available to students to use.
 - Assign a student (if possible a student who speaks the same language) to give
 the student a tour, take him/her to classes, lunch, show where restrooms are
 located, how to open a locker, etc.
 - Make sure student has someone to eat lunch with.
 - Teach about drills (students from war-torn countries may relate them to bomb raids, etc.)
 - Introduce new student to class in a positive way, as speakers of their natural languages, not non-English speakers.
- 2. What are some tips for speaking with ELL students?
 - Say only 1 idea per sentence.
 - Wait 5 to 7 seconds after asking a question give time to process.
 - Have the listener repeat what you've said.
 - Avoid reductions in English "gonna, wanna, didja, cuz."
 - Avoid sarcasm.
 - If idioms are used, they should be explained. ("Take a seat.")
 - Don't speak louder if students don't understand.
 - Try rephrasing/use visual cues.
 - Frequently check for understanding.
 - Be aware that "Yes" means "Yes, I hear your question." Not "Yes, I understand."
- 3. What are the needs of ELL students in the general education classroom?
 - Become familiar with the student's cultural background. If you understand the culture of a student you will have a better understanding of restrictions and accommodations of that student.
 - Greet them with a smile and learn the correct pronunciation of their name.
 - Have classroom supplies and materials to give to students such as pencil, notebook, folder, calculators, etc.
 - Explain as well as give them a written explanation of classroom expectations.
 - Verbal and written directions for all assignments with 1 instruction per line.
 - Assign another student to classify classroom procedures and where materials can be found
 - Be aware that many new students go through a "silent period" during this time it
 is important to allow students to absorb language and not put them on the spot.
 - Label unfamiliar objects in the classroom or hang posters that depict unfamiliar objects and terms.
 - Teach students to ask auestions.
 - Ability to speak English does not mean the student is able to work academically in English. Basic Interpersonal Communication Skills (BICS) takes about 2 years to develop while Cognitive Academic Language Proficiency (CALP) may take 5 to 10 years to develop.

- 4. What should classroom management look like?
 - Routine is important for students to feel comfortable and ready to learn.
 - Make expectations clear both verbally and in writing.
 - American classroom norms (i.e. emphasis on participation, asking questions, definition of cheating) are different that in other countries and need to be taught explicitly, especially for those students who have not been in school before coming to the United States.
 - Understand and respect the fact that some students may not make eye contact due to their cultural norms.
 - Be aware that some male students may not have the expected amount of respect for female students and teachers. This expectation will need to be enforced.
- 5. What are some instructional modifications or approaches I can use in the classroom?
 - Build on or provide background knowledge.
 - Use visuals.
 - Use models or samples of finished products so students know what is expected of them.
 - Word banks.
 - Graphic organizers.
 - Manipulatives
 - Remember students need 5-40 contacts with a word before it becomes part of their vocabulary.
 - Limit new vocabulary in each lesson.
 - Have students draw illustrations to support vocabulary.
 - Teach reading strategies survey the book, teach book components, prediction, turn headings into questions, etc.
 - Use cooperative learning groups.
 - Peer tutoring.
 - Teach test taking strategies.
 - Scaffolding information-teaching from what is known to unknown.
 - Use highlighted textbooks.
 - Provide choices for assignment.
 - Reduce length of homework assignments.
 - Make sure students clearly understand the directions of any homework assignment and will be able to do it independently (most likely they won't have someone to ask for help or clarification at home.)

6. How do I grade an ELL student?

- Use alternative assessments that are not highly dependent on academic language ability so students can demonstrate real learning (refer to following list).
 - Portfolios
 - Oral Presentations
 - o Allow students to do projects instead of papers
 - If applicable; allow students to use illustrations to demonstrate knowledge of learning.
- Modify assignments and assessments so that the student is able to have success
 - Read tests orally to students
 - o If using multiple choice, limit the choices
 - Avoid using T/F choices

 Use open ended questions so students can explain what they have learned.

• Elementary Report Cards

- Students who need their work modified in the classroom should have "modified" marked on their report cards. Teachers must get permission from their building principal when marking "modified" on the report card.
- o If students are consistently pulled out for English language instruction during a specific content area, no mark should be placed in the box for that content area on the report card. In the comment section, it should be noted that the student was relieving English language instruction in the ELL classroom during that time.

7. How can I best work with an ELL student's family?

- Encourage native language at home. Cognitive growth in their native language helps children develop academic language in English.
- Encourage parents to develop literacy skills in their native language.
- Parents and students do not want to lose their native culture.

Literature Suggestions

<u>Literature Suggestions – Elementary</u>

Coming to America

The Butterfly Seeds, Mary Watson

Grandfather's Journey, Allan Say

How Many Days in America, William Kaplan

Painted Words, Aliki

When the World was New, D.H. Figueredo

Cultural Comparisons and Contrasts

All in a Day, Mitsumasa Anno

All the Colors of the Earth, Sheila Hamanaka

All the Colors We Are, Katie Kissinger

A My Name is Alice, Jane Bayer

Birthdays- Celebrating Life Around the World, Eve Feldman

Celebrations, UNICEF

Children Just Like Me, Lori Mitchell

Here are My Hands, Bill Martin Jr.

This is My House, Arthur Dorros

We're All Special, Arlene Maguire

Whoever You Are, Mem Fox

Teach About Cultures Through Stories and Celebrations

Abuela, Arthur Dorros

Babushka's Doll, Patricia Polacco

Bringing the Rain to Kapiti Plain, Verna Aardema

Chicken Sunday, Patricia Polacco

Cinco De Mayo, Janet Riehecky

Chinese New Year's Dragon, Rachel Sing

The Distant Talking Drum, Isaac Olaleye

Golden Tales: Myths and Legends from Latin America, Lulu Delacre

Grandfather's Tang's Story, Carmen Lomas Garza

Lon PoPo, Ed Young

One Hundred is a Family, Pam Munoz Ryan

Ramadan, Suhaib Hamid Ghazi

Under the Sunday Tree, Eloise Greenfield

Yeh-Shen, Aie-ling Louie

Cool Melons Turn to Frogs, Matthew Gollub (Japanese haiku)

De Colores and Other Latin-American Folk Songs for Children, Jose Luis Orozco

Families – Poems Celebrating the African American Experience, Dorothy Strickland

I Dream of Peace: Images of War by Children of Former Yugoslavia, UNICEF

Love to Mama, Pat Mora

My Song is Beautiful, Mary Ann Hoberman

Street Rhymes Around the World, Jane Yolen

Under the Sunday Tree, Eloise Greenfield

Living As a Refugee in America: Mohammed's Story, Helen Howard

Living in a Refugee Camp: Carbino's Story, David Dalton

<u>Literature Suggestions – Secondary</u>

Esperanza Rising

First Crossing: Teen Stories About Teen Immigrants

Tae's Sonata

Letter from Rifka

A Library for Juana

The Color of My Words

Alia's Mission

Romiette and Julio

Breaking Through

Facing the Lions: Growing Up Masai on the African Savannah

Keeper

The Other Side of the Sky

Out of War Thura's Diary

America Street: A Multicultural Anthology of Stories

Black, Like Me

How the Garcia Girls Lost Their Accents

Immigrant Kids
The Skin I'm In
Warriors Don't Cr

Warriors Don't Cry

Home of the Brave, K. A. Applegate

The Day of the Pelican, Katherine Paterson

Diamonds in the Shadow, Caroline B. Cooney

A Kurdish Family, Karen O'Connor

Fourteen Cows for America, Carmen Agra Deedy

Gervelie's Journey: A Refugee Diary, Anthony Robinson, Annemarie Young, and June Allan

Series - In their Own Voices

Included in the series are:

Palestinian Teenage Refugees and Immigrants Speak Out

Teenage Refugees from Rwanda Speak Out

Teenage Refugees from Somalia Speak Out

Young People' Letters to the President Teenage

Refugees from Ethiopia Speak Out

Teenage Refugees from Eastern Europe Speak Out

Teenage Refugees from Guatemala Speak Out

Teenage Refugees from Haiti Speak Out

Teenage Refugees from India Speak Out

Teenage Refugees from Mexico Speak Out

Teenage Refugees from Vietnam Speak Out

Professional Literature for Teachers

Understanding Cultural Narrative

The Ethnic Cultures of America: A Reference Source for Educators, Librarians, ...

Multicultural American History Through Children's Literature

Skin That We Speak

Understanding Your International Students: An Education, Cultural and Linguistic Guide

Immigrant Students and Literacy: reading, Writing, and Remembering

Multicultural Strategies for Education and Social Change

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools

Identify Race and Transforming Whiteness in the Classroom

Multicultural Children's Literature

They Poured Fire on us from the Sky: The Story of Three Lost Boys from Sudan, Benjamin

Ajak, Benson Deng, Alephonsian Deng, and Judy Bernstein

A Long Way Gone: Memoirs of a Boy Soldier, Ishmael Beah

What is the What?, Dave Eggers

Infidel, Ayaan Hirsi Ali

Left to Tell: Discovering God Amidst Rwandan Holocaust, Immaculee Ilibagiza

Burned Alive: A Survivor of an "Honor Killing" Speaks Out, Souad

Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time, Greg

Mortenson and David Oliver Relin

I am Nujood, Age 10 and Divorced, Nujood Ali and Delphine Minoui

Forgotten Fire, Adam Bagdasarian

The Middle of Everywhere: Helping Refugees Enter the American Community, Mary

Pipher

Outcasts United: A Refugee Team, An American Town, Warren St. John

Human Cargo: A Journey Among Refugees, Caroline Moorhead

Buddah is Hiding: Refugees, Citizenship, The New America

The New Minnesotans: Stories of Immigrants and Refugees, Gregg Aamot

Nuer Journeys, Nuer Lives. Sudanese Refugees in Minnesota, Jon D. Holtzmann

Helpful Websites

Resources:

www.eslcafe.com- activities and games

www.eslprintables.com-reproducibles

www.manythings.org –all kinds of ELL activities

www.esl-lab.com-activities

www.eslpartyland.com-free lesson plans and reproducible

www.esl4kids.net-games, songs, tongue twisters, etc

www.eslgames.com-games

www.everythingesl.net-lesson plan ideas

http://boggleswordesl.com-phonics, grammar activities, writing prompts

www.esldesk.com-resources

www.eslfast.com/writing/-free online writing exercises

www.englishplus.com/grammar/index.html-grammar

www.thinkfinity.org/

www.englishdaily.com

www.englishsite.com/Interact01/int00.htm

www.usingenglish.com

http://grammar.ccc.commnet.edu/grammar/

www.cal.org-Center for Applied Linguistics

www.songsforteaching.com/esleflesol.htm

www.focusenglish.com/dialogues/conversation.html

www.eduplace.com

www.epals.com-global ePals community

www.tesol.org

www.ncela.gwu.edu

www.edhelper.com

www.theteacherscorner.net

www.gameaquarioum.com

www.schoolexpress.com

www.softschools.com

www.teacherplanet.com

www.carlscorner.us.com

http://abcteach.com

www.teachnet.org

www.sitesforteachers.com

www.classroom.net

www.funbrain.com

www.lessonplanz.com

ww.puzzlemaker.com

www.coollessons.org

www.kidsclick.org

www.rubistar.com

http://k-8visual.infor/

www.mes-english.com

Music: www.songsforteaching.com

Math:

www.math-drills.com www.mathisfun.com www.coolmath4kids.com www.actionmath.com

http://www.ncbe.gwu./ncbepubs/report/acadach.htm-preparing secondary education teachers to work with English Language Learners: Mathematics http://www.ncela.gwu.edu-reforming mathematics instruction for ESL literacy students http://www.nwrel.org/msec/images/resources/justgood/11.99.pdf-The inclusive classroom: teaching mathematics and science to English Language Learners www.comap.com/mathglossary/mathglossary.php-math terms with examples and drawings

www.mathstories.com/strategies.htm-free word problem strategies

Social Studies:

http://nationalatlas.gov – make your own maps http://primaryaccess.org/ -- digital historical documents www.graceproducts.com – famous historical people www.whitehouse.gov www.countrywatch.com www.kidsvotingusa.org www.usdemocracy.org www.annefrank.com

Science:

www.mypyramid.com – nutrition http://kids.niehs.nih.gov/music.htm -- environmental health science www.learner.org/interactives/periodic/periodic_table.html -- interactive periodic table

Dictionaries:

www.visuwords.com http://dictionary.reference.com/ http://visual.merriam-webster.com/ www.yourdictionary.com

Cultural Information:

www.cia.gov/cia/publications/factbook.incex.html-world factbook www.culturalorientation.net-information on cultures http://www.ipl.org/youth/hello/-hello in many languages www.implicit.harvard.edu/implicit-This site can help give understanding to the underlying biases you may hold http://www.interfaithcalendar.org/-calendar through 2012 www.sheepandgoat.com/articles/ethniccalendar.html- explanations of religious holidays.

Appendices

Home Language Survey

Title III Eligibility Form

ACCESS Teacher Report Sample

Individualized Language Plan Sample

ELL Program Exit Form

Monitor

Interpreter Authorization for Payment Form

STEEP Request Form

Agency Service Provisions



West Fargo Public Schools Home Language Survey

Student Name: _____

School:		
Grade:		

The US Office of Civil Rights requires that schools identify possible English Language Learner students during enrollment. This Home Language
Survey will be used as a tool to determine if your child is eligible for language support services (ELL). If a language other than English is used by
your or your child and your child meets the Limited English Proficient definition, the school may give your child an English Language Proficiency

Assessment. The school will share the results of the assessment with you.

What <u>language(s)</u> are spoken at home?

What language(s) do <u>you</u> use the most to speak to your child?

What language(s) does **your child** use the most at home?

What language(s) did your child learn when he/she first began to talk?

List other language(s) that your child has used with a grandparent or caretaker:

If available, in what language would you prefer to receive information from the school?

Has your child ever been in an English as a Second Language (ESL or ELL) Program?

Put an **X** in the boxes on the top line to show the grades your child has gone to school in the United States. Put an **X** in the boxes on the bottom line

No

Yes

School		Grade												
Grade level attended school inside of the US	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade level attended school outside of the US	PreK	К	1	2	3	4	5	6	7	8	9	10	11	12

If your child has gone to school outside of the United States:

In which country or countries did your child go to school?

to show the grades that your child went to school in another country.

Which language or languages did your child learn in school?

This form also asks for information used by other programs to help your student in school. You are not required to answer these questions, but if you circle yes or no for questions 1-4, your student may qualify for additional services.

Refu	gee	Stu	de	nt:

NDDPI applies for a Refugee School Impact Grant to provide services for newly arrived refugee students. A refugee student left their home

	try due to a well-founded fear of being pelical opinion and has fled to another countr				•	•		r
	ur child be considered a newly arrived ref	=	=	illiveu is defined as wi	Yes		No	
Immigrant S	tudent:							
	igrant students are mentioned specifically nded schools in the US for three years or le				vices. Additio	onally,	, students who have	
2. Would yo	ur child be considered an immigrant stud	ent?			Yes		No	
If yes	s, please fill in the Country		<u>and</u>	US entry date (mm/d	d/yy)	/	/	
(For	refugee students, this is the country that y	ou originall	y fled, not the	country that you lived	in most rece	ently.)		
Native Ame	rican or Alaska Native student:							
Nativ	ve American and Alaska Native students ar	e mentione	d specifically in	the LEP definition and	d may qualif	y for L	EP services.	
3. Would vo	ur child be considered Native American o	r Alaska Na	itive?		Yes		No	
_	s, please write the child's tribal affiliation o			Title VII Eligibility Cert	ification For	m:		
Migrant Stu	dent:							
migra	ant students are mentioned specifically in atory agricultural worker and in last 3 year ultural activities.				_		•	
4. Would yo	ur child be considered a migrant student?	•			Yes		No	
If yes	s, what is the date that you moved to this a	area? (mm/	dd/yy)			/_		
If you	ur family moved to this area for agriculture	temporar	ily or seasonall	y) in what area(s) do y	ou work: (pl	ease (check all that apply)	
			Meat Processin				imming Trees	
	Potato Industry		Chicken Farms	Processing		□ Ra	w Cheese Production	
	Bee Keeper/Honey Processing		Plant/Cultivate	Trees		□ Cu	istom Combining	
	Turkey Farm/Processing		General Dairy F	arm Work		□ La	ndscaping, laying Sod or	
	Egg Production		Transportation Products	of Agricultural		Pla	anting Grass	



WEST FARGO PUBLIC SCHOOL DISTRICT

Date			

School_

	Title III/English Language Notification of Program	•	ogram (Entrance / Continuatio	n / Fxit \
AERS :	_	Liigioiiity	(Entrance / Continuation	II / EXIC /
	Dear Parent/Guardian of_		2	
Language proficion (is identified to (is qualified to (does not qualified to ())	information you provided ency assessment, your chile and eligible for) ELL services o continue) ELL services alify for) ELL services. of ELL services is to help you	d: es		
	cademic success, and acqui			
(-)	Public School District, Titl S proficiency test, your child t	10 10 10 10 10 10 10 10 10 10 10 10 10 1	the state of the s	
English Language I	Proficiency Levels (grades K-1	12)		
Level 1: (Entering):	The student knows and uses min	imal social language	and minimal academic language	with visual support.
Level 2: (Beginning)	: The student knows and uses so	me social English and	general academic language wit	n visual support.
Level 3: (Developing	s): The student knows and uses s	ocial English and son	ne specific academic language wi	th visual support.
Level 4: (Expanding)	: The student knows and uses so	ocial English and some	e technical academic language.	
Level 5: (Bridging): 1	The student knows and uses soci	al and academic lang	uage working with grade level m	aterial.
Level 6: (Reaching):	The student knows and uses soo	cial and academic lan	guage at the highest level measu	red by this test.
Access to the same of the same	mited-English / Now Fully English n proficient. The student reads,			. 5
	n Proficient / Never Limited-Engl efinition of Limited-English prof			nited-English and does
	L program, ELLs will have rea at least a 3.5 proficiency leve			
An Individual Lang	uage Plan (ILP) is:			
attached (Entran	ce or Continuation)	will be v	vritten (Entrance or Continuatio	n)
not applicable	student does not qualify	not app	licable student is exiting	
district responsibil	s have the right to decline <u>se</u> lity. If services are declined, The ELL decline of services f	an ILP is written to	address the student's linguis	and the second s
If you have any que	estions, please feel free to co	ntact the ELL teach	er below.	
	ive file, copy to parent, and cop		Phone	Revised 08/10



ACCESS for ELLS English Language Proficiency Test

Teacher Report - 2010

District: Sa	mple District		Student: Sample, Matilda		
School: Eler	nentary 4		State ID: 123456789	District ID: 123456	
Grade: 3	Tier: B	Grade Level Cluster: 3-5	Birth Date: 7/8/2000	<u>.</u>	

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs³ Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score								
	(Possible 100 - 600)	100 		300 				(Possible 1.0 - 6.0)	
Listening	340		29811382						
Speaking	335		301:						
Reading	276		246						
Writing	310			2941-+(32	6			3.4	
Oral Language ^A	338			317 -0-	1359			4.1	
Literacy ⁸	293		2791-01307					2.8	
Comprehension ^c	295		2781-0-1312						
Overall Score® (Composite)	306	VI III DIS		294 0 318				3.1	

A - Oral Language = 50% Listening + 50% Speaking

Student's performance by WIDA English Language Proficiency Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

Raw Score	Total # of Items
5	6
6	12
3	9
1	8
3	6
	5 8 3 1

SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score	Total# of Items
Social & Instructional	3	3
Language Arts/Social Studies	4	5
Mathematics/Science	2	5

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Decimed or Special Education/504 Exemption

WRITING TASKS

2 200		uistic dexity	Yecabul	ery Usage	Language Control		
English Language Proficiency Standards Scores based on writing rubric	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points	
Social & Instructional	2	8	1	8	1	6	
Mathematics		NA		NA		NA	
Science	3	θ	2	- 6	3	8	
Language Arts & Social Studies	3	6	2	6	2	В	

Description of Proficiency Levels

- 1 Entering Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing Knows and uses social English and some specific academic language with visual and graphic support.
- 4 Expanding Knows and uses social English and some technical academic language
- 5 Bridging Knows and uses social English and academic language working with grade level material
- 6 Reaching Knows and uses social and academic language at the highest level measured by this test

April 6, 2010

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score - 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

West Fargo 207 Main Ave W West Fargo, ND 58078-1793

Student: ID:

School: Cheney Middle School
Grade: 06 Date of Birth:

INDIVIDUALIZED LANGUAGE **PLAN** 8/31/2010 - 6/3/2011

Advisor

Areas & Program/Accommodation/Activity	
ype of Instructional Program	
rea: Instructional Program	
ELL Sheltered Instruction	***************************************
tandardized Testing Accommodations	
rea: MAP Accommodations	
MAP Math test read verbatim	***************************************
rea: NDSA Accommodations	
Directions paraphrased	
Test items read verbatim	***************************************
rea: Other Standardized Assessments	
lassroom Accommodations	
rea: Assessment Accommodation	
Correlate study guides directly with tests	
Highlight target vocabulary with bold print	***************************************
No True/False questions	
No "none of the following except" questions	
Do not give more than one correct response per question on multiple choice	
Read aloud all quiz and test directions, questions and options	
Simplify test directions	
Simplify vocabulary and syntax of definitions	***************************************
Use word banks chunks with no more than 5 words - with all 5 words used once	
Write answers directly on the test (do not use Scantrons)	
rea: Instructional Accommodations	300000000000000000000000000000000000000
Add visual support (manipulatives/pictures)	
Modify linguistic complexity	
Student will benefit from hands-on activities	
Student will benefit from small group instruction	
tudent Objectives	
rea: English/LA	
Student will write their address, phone number and complete name	
Student will identify characters and setting in stories	
Student will be able to write letters, words and simple sentences	
Student will make lists of information on a particular topic	
Student will grow with reading practices through shared reading, guided reading, visual phonics, letter games, and writing practices	
Student will build pre-primer sight word identification and use them orally in sentences	
Student will recognize, identify and read the sounds of each of the letters in the alphabet	
Student will correctly spell high-frequency words in independent writing	
Student will use knowledge of letters and sounds to decode words	
Student will read fluently at an independent reading level	
Student will proofread and edit written work	
Student will build content vocabulary	

	Areas & Program/Accommodation/Activity
Stı	udent will read high-frequency words
Stı	udent will actively use comprehension strategies at independent and instructional reading levels
Stı	udent will identify story elements in a given passage
Stı	udents will identify main idea and supporting details in a given passage
Area: M	ath
Stı	udent will demonstrate the process of adding on and taking away amounts from a whole
Stı	udent will demonstrate the concept of greater amounts and fewer amounts
Stı	udent will identify numbers 1 - 100 and read/write them correctly
Stı	udent will understand one-to one correspondence (able to count) objects to 20
Stı	udent will be able to tell time to the half hour and hour
Stı	udent will identify and apply time and money skills
Sti	udent will learn vocabulary associated with math symbols
Stı	udent will learn vocabulary associated with word problems
Sti	udent will learn vocabulary associated with the current course of study
Str	udent will apply new math skills to real world situations
Str	udent will use manipulatives to help solve math problems
St	udent will strengthen basic math facts
Area: Se	ocial and Instructional Language
St	udent will articulate their address and phone number
St	udent will identify and use the names of common classroom objects
St	udent will identify, articulate and open their locker combination and identify their locker
St	udent will give oral descriptions of home and school activities (increasing from single words to phrases to sentences)
St	udent will share thoughts and ideas through oral language practices in classroom interactions with English speaking peers
St	udent will respond to simple questions related to content with phrases and simple sentences
St	udent will use basic English conversation to communicate in social settings around the school
St	udent will correctly answer wh- questions
St	tudent will be an active classroom participant



WEST FARGO PUBLIC SCHOOL DISTRICT Title III/English Language Learner (ELL) Program Notification of English Language Proficiency Attainment

ELL Program Exit 2010-2011

Student Name:	Grade:				
School:	Country of Origin:				
	Coomy of Origin.				
US Entry Date:	ELL Exit Date:				
To exit from an ELL program, ELLs will have reached the minimum level of a 5.0 Overall Proficiency Level on the ACCESS test with at least a 3.5 proficiency level in each area of Reading, Writing, Speaking and Listening.					

ACCESS Assessment Data

ACCESS for ELLs Proficiency Level (attach copy)				
Listening:	Speaking:			
Reading:	Writing:			
Composite:				



Title III & English Language Learner Program Monitoring Worksheet for Exited (Former) ELL Students*

Stude	nt Name:			ELL Progra	ım Exit Dal	te:			
School Name:				Grade:					
Monitor Year 1:	School year	_							
Complete the following for items in which the student participates or has the opportunity to participate:									
AIMSWeb		Parent/Teacher Conference Attendance		Grade	Grades		Attendance		
Tests of Early Literacy: Phoneme Segmentation and Nonsense Word Fluency	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 1st reporting period			
Letter naming fluency and Letter sound fluency	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 2 nd reporting period			
Oral Reading Fluency	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 3 rd reporting period			
Oral Counting, # ID, Quantity Discrimination, Missing number, MCOMP, MCAP	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 4 th reporting period (if applicable)			
	year of monitoring, the		_	·		n classroom.			

ELL Teacher Signature

Monitor Year 2: School year	
School Name:	Grade:

Complete the following for items in which the student participates or has the opportunity to participate:

AIMSWeb		Parent/Teacher Conference Attendance		Grades		Attendance	
Tests of Early Literacy: Phoneme Segmentation and Nonsense Word Fluency	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 1st reporting period	
Letter naming fluency and Letter sound fluency	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 2 nd reporting period	
Oral Reading Fluency	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 3 rd reporting period	
Oral Counting, # ID, Quantity Discrimination, Missing number, MCOMP, MCAP	Well Above Average Above Average Average Below Average Well Below Average	Date:	Yes No	Language Arts Math Science Social Studies		End of 4 th reporting period (if applicable)	

	After 2 years of monitoring, the student is performing successfully in the mainstream classroom.
	After 2 years of monitoring, the student is having difficulty in the following area(s):
is rec	ommended that the student:
	Continues to be monitored for an additional year
	Will no longer require monitoring from the ELL Program

Ιt

Other (please specify):_____

ELL Teacher Signature

To exit from an ELL program, ELLs will have reached the minimum level of a 5.0 Overall Proficiency Level on the ACCESS test with at least a 3.5 proficiency level in each area of Reading, Writing, Speaking and Listening.

Date Submitted

Interpreter Authorization for Payment

The following list authorizes payment for:

Interpreter's Name	Street Address	City, State and Zip Code	Phone Number	Is this their first time interpreting
				in the District? Y or N
				If Y, provide SSN here

Please fill out this form to ensure that the Interpreter is reimbursed for their time. Please use one form per Interpreter. If the Interpreter provides services for various reasons within a short period of time, please include all instances on this form. When possible, please have the Interpreter sign off of each activity. When requesting service from an interpreter over the phone, please note that by writing (i.e. arranged via phone) in the signature column.

Staff Member requesting interpreter services must complete this form for authorized payment of Interpreter's services. Reimbursement will not be provided on forms that have been completed by interpreters. Send completed form to the ELL coordinator at the <u>Leidel</u> Education Center.

Date	Reason for Services	Number of Hours	Signature			
Check this box if Interpreter was needed for Special Name of Staff Member making request (please print) Education services.						
Name of Staff Member making request (please print) Education services.						

STEEP Fee Request Form

Plea	Please check what the fee request is going to cover:						
Transportation	☐ Intramurals/Spo	rts	Class Fees	Other			
Person making request: Requester's School: Sport/Activity:		Gra	day's Date: ade(s) of Students: • Amount:				
Transportation is needed at		Tra to:	nsportation is needed t	from:			
Dates transportation is needed:							
Additional notes (If you marked	"Other" above, ple	ase indicate	here what the fees are	going to cover.):			
<u>+</u>							
STUDENT NAME	STEEP funds needed to pay fee? Y or N	Ride Needed Y or N	ADDRESS and PHO	ONE NUMBER			
			A:				
			P:				
			A:				
			P:				
			A:				
			P:				

AGENCY SERVICE PROVISION

AGENCY	NAME/TYPE OF SERVICE	BASIC HEALTH/ JOB			TRANSITION	CHILD/	MENTAL	ADVOCACY	
AGLINCT	NAME/THE OF SERVICE	NEEDS	EDUCATION	TRAINING	ASSIMILATION	FAMILY	HEALTH	INTER- PRETATION	ADVOCACI
Village Family Services	Financial, New Home Buyers, Intensive In-home, Explorers project	X				X	X		Х
Cultural Diversity	MPTA, Youth at Risk program, assimilation services- Advocacy between School and home- addresses behaviors, arranges activities			Х	Х				X
Metro Interpreter Services	Training, certification for interpreters and list for schools, PD and others							Х	
Catholic Charities	Sparcs program, Trauma Based Services- Primarily for children- have supports through agency for adults					Х	Х		
Cass County Social Services	Child Protection Services Family Based Case Management Crisis Intervention Team Parent Aide Services								
Skills Development Project	Skill Training, Workplace Language, Manufacturing, Certified Nursing Asst and Computer Training		X	Х					
The People's Diversity Forum	Renters rights- working with landlords, advocacy working with legal system, immigration issues				Х				X
Fargo Housing	Self sufficiency program, computer training, entrepreneur training		Х	Х					
Family Health Care Center	Mentor Program Health Care Services-Food Prep, Baby care, personal training	X	X						
West Fargo Schools	Liaison between school and family, Members of MPTA New Comer Program		X		Х				

LSS- New	Co-Sponsor Arrival,	Х	Х	Х	Х	Х		Х
American	Assimilation Services,							
Services	Immigration services, Case							
	management services, Job							
	search services, Home buying							
	preparation services,							
	supplemental financial services, Self-sufficiency							
	preparation, Family Support							
	Services							
Diversity	Primarily but not limited to	Х	Х	Х	X			
Development	Central African Nation							
Initiative	cultures primarily serviced							
	Connections with supports,							
	advocating for social and							
	economic self-sufficiency, building community supports							
	Bollang Commonly supports							
Fargo Public	Facilitate and strengthen		Х		Х			
School-ELL	support connections							
	between family/child and							
	school. Provides group work,							
	home visits and facilitates							
	community connections. Communication between							
	home/school/community							